

Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
 - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using [Teacher Talk Moves](#) and guiding questions to help students refine answers.
 - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or [organizational frames](#).
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, your student will have read *Hamlet* by William Shakespeare and a series of related literary and informational texts to explore the following question: How are revenge and madness closely related to one another? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *Hamlet* by William Shakespeare in which the ghost of the King of Denmark tells his son, Hamlet, to avenge his murder by killing the new king, Hamlet's uncle. Throughout this unit students will analyze the idea of how conflict influences a character's thoughts and actions. At the end of the unit, students will be asked to write a literary analysis where they examine character motivation and behavior.

Text Access

In order to complete this unit at home, your student will need access to the following texts:

- Texts schools need to provide:
 - *Hamlet*, by William Shakespeare
 - *Hamlet* ELA Guidebook Unit Reader
 - *Rosencrantz and Guildenstern Are Dead*, by Tom Stoppard

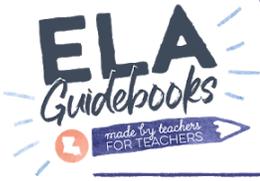
Possible Supports

Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit. Some support options are also available in the Distance Learning Guidebook Companion Feedback Guide.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will



read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- mad, madness, madly
- sane, sanity, insane
- feigned, feign
- certainty, uncertainty, certainly, certain
- vengeance, vengeful, revenge

Support for Reading

A downloadable audio recording of *Hamlet* is available at:

https://www.audible.com/pd/Hamlet-Fully-Dramatized-Audio-Edition-Audiobook/B00L4BKB26?qid=1596746738&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=1DZ60DQ8JW1ECAHMAQ15.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist¹ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list² to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions³ to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories⁴ and choice boards to reinforce expectations and support communication.

Support for Writing

If your student struggles to write, you should

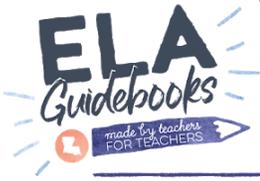
- consider using tools such as [transitions, grades 9-12](#), [evidence sentence starters, grades 7-12](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or

¹ <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

² <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

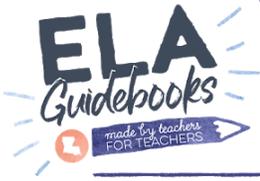
³ <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

⁴ <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>



Distance Learning Guidebook Companion Feedback Guide
Grade 12 - Hamlet

- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.



Week 1

Support for Meaning

Your student might need extra support with understanding the background of the play, *Hamlet*. To support your student in understanding this, a video can be found here:

https://www.ted.com/talks/iseult_gillespie_why_should_you_read_hamlet?utm_campaign=tedsread&utm_medium=eferral&utm_source=tedcomshare

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading “Introduction to *Hamlet*,” direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review “Introduction to *Hamlet*” and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

- decisive
- definitive
- perpetual
- daunting
- ambiguity
- maelstrom
- overt

Support for Background Knowledge

Your student might need extra support with understanding background information about the author of the text, William Shakespeare. To support your students in understanding information about William Shakespeare, a video can be found here: <https://www.biography.com/video/william-shakespeare-mini-biography-12060739685>

Support for Structure

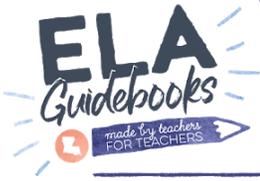
Your student may need support understanding the structure of a play. Consider creating a video of yourself pointing out the features of a play (i.e. characters, stage directions, footnotes) and the structure of a play (i.e. Act/scene/line number divisions).

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading Act I, scenes 1–2 of *Hamlet*, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review Act I, scenes 1–2 of *Hamlet* and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

Act I, scene 1

- sentinel
- entreated
- apparition



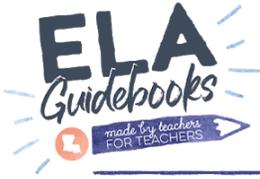
- assail
- fortified
- usurp'st
- avouch
- smote
- portentous
- harbingers
- malicious
- omen
- hallowed

Act I, scene 2

- discretion
- auspicious
- mirth
- beseech
- consent
- filial
- obsequious
- obstinate
- impious
- rank

Lesson Look-Fors:

- Can students understand the conflicts between the main characters?
- Can students explain Hamlet's attitudes and feelings and provide evidence of these attitudes and feelings from the text?
- Can students understand how characters are developed through their own words and the words of others?
- Can students form a claim and write a response that supports this claim?



Week 2

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading Act I, scenes 3–5 of *Hamlet* direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review Act I, scenes 3–5 of *Hamlet* and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

Act I, scene 3

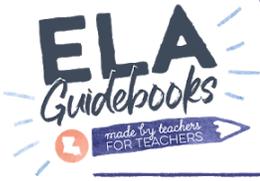
- besmirch
- circumscribed
- chaste
- importunity
- prodigal
- calumnious
- libertine
- dalliance
- precepts
- censure
- husbandry
- behooves
- entreatments
- sanctified
- pious

Act I, scene 4

- revel
- soil
- canoniz'd
- sepulchre
- sovereignty
- artere/artery

Act I, scene 5

- forged
- rankly
- distillment
- enmity
- contrive
- pernicious
- antic
- disposition



Support for Writing

Your student may need support generating ideas to write a claim in response to the prompt in lesson four. As needed, provide your student with the following guiding questions:

- Where in the play can readers see Hamlet losing control of a situation? What evidence signals this loss of control?
- How does Hamlet react when he is unable to control his situations? Provide an example of this behavior.
- How does Hamlet react when he is unable to control other characters' actions? Provide an example of this behavior.

Your student may need support forming a claim in response to the prompt in lesson four. As needed, provide a sentence frame. A possible sentence frame is listed below:

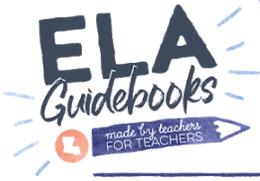
In Act I of <i>Hamlet</i> , Hamlet's inability to control situations such as _____ and _____ (situation 1) (situation 2) might cause his mental state to be _____. (describe Hamlet's mental state)
In Act I of <i>Hamlet</i> , Hamlet's mental state could be described as _____; (describe Hamlet's mental state) result of his inability to control (a) situation(s) such as _____. (situation that Hamlet cannot control)

Lesson Look-Fors:

- Can students determine how Hamlet is characterized, specifically his mental state?
- Can students understand the events in scenes 3–5 and how they move the plot forward and create conflicts for Hamlet?
- Can students form a claim and identify details in a text that support a claim?
- Can students develop a response and revise that response using a rubric?

Section Diagnostic

Students write a response to the following prompt: How might Hamlet's inability to control situations contribute to his current mental state?

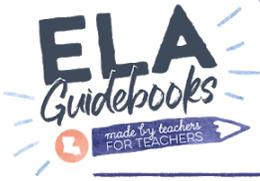


Distance Learning Guidebook Companion Feedback Guide
Grade 12 - Hamlet

Score	Performance Descriptors
✓+ (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student describe Hamlet’s mental state in Act I?				
How well does the student describe Hamlet’s conflicts—internal and external—in Act I?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)	
Form claims: Interpretive/ analytical	How well does the student develop and clearly communicate a meaningful and defensible claim that represents a valid, evidence-based analysis?				
Develop ideas: Cite evidence	How well does the student accurately cite evidence to develop and support ideas in the analysis?				
Develop ideas: Integrate quotations	How well does the student integrate quotations while maintaining the flow of ideas to develop and support an analysis?				
Writing Score: _____ /9					



Week 3

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading Act II, scenes 1–2 of *Hamlet*, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review Act II, scenes 1–2 of *Hamlet* and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

Act II, scene 1

- encompassment
- predominate
- doublet
- piteous
- perusal

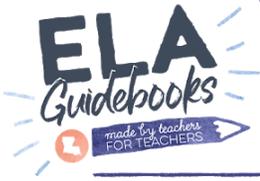
Act II, scene 2

- entreat
- voutsafe/vouchsafe
- beseech
- liege
- distemper
- expostulate
- brevity
- surmise
- solicitings
- mirth
- firmament
- quintessence
- repugnant
- rogue
- visage
- melancholy
- potent

Support for Writing

Your student may need support generating ideas to write a claim in response to the prompt in lesson three. As needed, provide your student with the following guiding questions:

- List the outward actions of Hamlet that are mentioned in Act II, scenes 1 and 2. Think about how he behaves with Claudius and Gertrude, Polonius, and Rosencrantz and Guildenstern. Also, think about the actions described by Ophelia.



- Reread Hamlet’s soliloquy at the end of Act II, scene 2 (lines 530–585). What are some of his inner thoughts? What does this soliloquy reveal about his internal conflict?
- What is Hamlet’s mental state in Act II, scenes 1 and 2? What details from the text support this answer?

Your student may need support forming a claim in response to the prompt in lesson three. As needed, provide a sentence frame. A possible sentence frame is listed below:

In Act II, scenes 1 and 2 of *Hamlet*, Hamlet experiences a conflict between his outer actions of _____ and his inner thoughts of _____ which contributes to his mental state of _____.

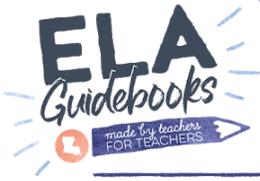
Lesson Look-Fors:

- Can students explain the purpose of the characters such as Rosencrantz and Guildenstern and Ophelia and how they are used to move the plot forward?
- Can students determine how Hamlet’s outward actions are related to his inner conflict?
- Can students determine whether Hamlet’s actions are reflective of a disturbed mental state or part of a plan?
- Can students locate evidence to support a claim?
- Can students incorporate evidence into their sentences and cite the evidence properly?

Section Diagnostic

Students write a response to the following prompt: How does the conflict between Hamlet's outward actions and behaviors and his inner thoughts contribute to his mental state in the play?

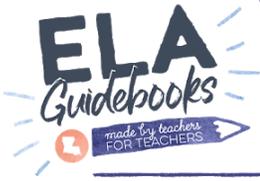
Score	Performance Descriptors
✓ + (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓ - (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate



Distance Learning Guidebook Companion Feedback Guide
Grade 12 - Hamlet

Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student explain Hamlet’s outward actions and behaviors, as well as his inner thoughts?				
How well does the student explain how Hamlet’s internal conflicts relate to his mental state and actions?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)	
Use Language to Convey Meaning and Purpose: Sentence Fluency;	How well does the student construct a variety of sentences to establish a smooth flow in analyses?				
Develop Ideas: Develop ideas and reasoning;	How well does the student use examples, evidence, and descriptions to develop analyses?				
Form Claims: interpretive/analytical;	How well does the students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analyses?				
Organize ideas: explanatory structure	How well does the student group and sequence sentences and paragraphs to create coherent analyses?				
Writing Score: _____ /12					



Week 4

Support for Meaning

Your student might need extra support with understanding the concept of absurdism found in the text, *Rosencrantz and Guildenstern are Dead*. To support your student in understanding this, a video can be found here:

<http://www.viewpure.com/eJ7w2l83ba4?start%3D0%26end%3D0%23t-2941%26ref%3Dhome&sa=D&ust=1597680942490000&usg=AOvVaw0KYIiPb9H2gYqWgsF5c5JU>

Support for Meaning

Your student might need extra support with understanding the play, *Rosencrantz and Guildenstern are Dead*. To support your student in preparing to read the play, consider allowing your student to watch minutes 0-1:30 and minutes 1:50-3:00 of the trailer for the film version of *Rosencrantz and Guildenstern are Dead*. A video can be found here:

<http://www.viewpure.com/oU8mJC25Yjl?start%3D0%26end%3D0&sa=D&ust=1597680942492000&usg=AOvVaw3sQprStCC70mMcZqyOrNsY>

Support for Meaning

Your student may need extra support with understanding the play, *Rosencrantz and Guildenstern are Dead*. To support your student as they read the play, consider providing students with the following clips from the film version of the play:

Clip One (Act I-Starts at Ophelia’s entrance and stops at the line “Words, words. They’re all we have to go on.”)

http://www.viewpure.com/BB6dj7u3TZk?start%3D0%26end%3D0&sa=D&ust=1597680942461000&usg=AOvVaw3n4-TRIUTKrAH_-zQZm7iE

Clip Two (Act I-Starts at “Words, words. They’re all we have to go on” and stops at the line “--Not yet--Catch me unawares”)

<http://www.viewpure.com/oU8mJC25Yjl?start%3D0%26end%3D0&sa=D&ust=1597680942461000&usg=AOvVaw34OqqrEW595oRAxUcJaR-0>

Clip Three (Act I-Starts at “Who was that” and stops at the end of Act I)

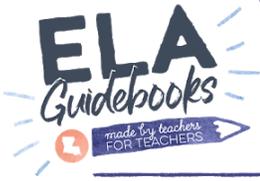
<http://www.viewpure.com/ftd4AMPFk2l?start%3D0%26end%3D0&sa=D&ust=1597680942462000&usg=AOvVaw3JDfrhFoTzYQ2Ro23SUF2r>

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading Act I and Act II of *Rosencrantz and Guildenstern are Dead*, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review Act I and Act II of *Rosencrantz and Guildenstern are Dead* and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

Act I

- indicative
- syllogism
- postulate
- equanimity



- ordained
- fortuitous
- decadence
- perusal
- glean

Act II

- indecipherable
- thwarted
- pragmatism
- dissembling
- melancholy
- morose
- peevish
- beseech
- avuncular

Lesson Look-Fors:

- Can students identify the elements of theater of the absurd in the text and explain how these elements are used to develop a theme?
- Can students determine how the author uses the events of the original text to develop the plot of the play?
- Can students determine how theme is developed within a text?
- Can students write a response that states a claim and uses evidence from the text to develop that claim?

Week 5

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading Act III, scenes 1–4 of *Hamlet*, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review Act III, scenes 1–4 of *Hamlet* and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

Act III, scene 1

- turbulent
- affront
- bestow
- visage
- perchance
- insolence
- discourse
- calumny

Act III, scene 2

- discretion
- abominably

Act III, scene 3

- arras
- warrant

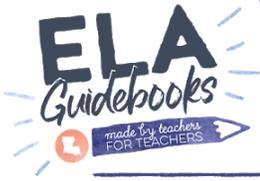
Act III, scene 4

- vantage
- penetrable
- ardure
- blunted

Support for Background Knowledge

Your student may need support understanding the allusions used by Hamlet in Act III, scene 4. As needed, provide students with the following brief descriptions of the allusions used in this scene.

- Hyperion—A Titan from Greek mythology; was considered the father of all the lights in the heavens
- Mars—The Roman god of war
- Jove—The Roman god of the sky
- Mercury—The Roman god of travelers and messengers



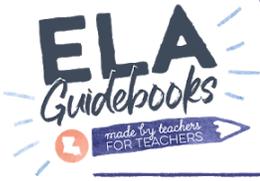
Support for Language

Your student may need support with understanding the term “repetition” when used in reference to a piece of literature. As needed, provide students with the following definition of repetition. As needed, also provide your student with an example of repetition from Act III, scene 4 of *Hamlet*.

repetition: using the same word or phrase over and over again in a piece of writing or speech; often used to develop a tone or for emphasis

Lesson Look-Fors:

- Can students explain how Hamlet’s behavior in Act III reveals details about his madness?
- Can students determine how Act III is used to develop a theme about madness and revenge?
- Can students identify internal and external conflicts within the text and determine how these conflicts are used to move the plot forward?
- Can students form a claim?
- Can students develop a response that uses evidence to support their claim?



Week 6

Support for Language

Your student may need support understanding the language and complicated sentence structure of “Hamlet and His Problems” and “The Real or Assumed Madness of Hamlet.” Consider creating an audio file in which you read aloud both of these texts. Prior to reading the text, direct students to listen to the audio file while following along with the text.

Your student may need further support understanding some of the language used in “Hamlet and His Problems” and “The Real or Assumed Madness of Hamlet.” Consider providing a student-friendly definition for the following words:

“Hamlet and His Problems”

- vicarious
- aberrations
- expediency
- lull
- irrefragable
- intractable
- superfluous
- ruse
- feigned
- dissimulation

“The Real or Assumed Madness of Hamlet”

- mooted
- endowed
- vicissitudes
- divergent
- consummate
- eminent
- antics
- exigences
- incongruous
- subterfuge
- artifice

Support for Structure

Your student may need support understanding the structure of the two articles, “Hamlet and His Problems” and “The Real or Assumed Madness of Hamlet.” Prior to reading the articles, consider providing the following information about argumentative essays.

- The purpose of an argument is to explain a position with valid, credible evidence. It is not to convince readers or listeners to change their perspective or opinion, although a strong argument might result in that. Persuasion is organized similarly to an argument and contains many of the same elements, but its purpose is to convince

readers or listeners to change their perspective or opinion. As such, it includes emotional appeals, evidence is often based on personal opinion, and only one side of an issue might be presented. Thus, the differences between argument and persuasion are in the purpose, tone, and style rather than the organization.

- The position an author/speaker takes on an issue is based on the perspective of the author/speaker and the available evidence. To form a stronger argument, find out what others have thought and argued regarding the issue. Read arguments about an issue with different positions and perspectives to understand what others think about the issue and to further develop your own perspective and position. This may involve conducting research.
- A strong argument must address all sides of an issue by presenting evidence for both claims and counterclaims. Without this, the argument becomes one-sided, which weakens it.
- To form an argument, take a position on an issue and use supporting claims, evidence, and logical explanations to substantiate or prove the position.
- To delineate and evaluate an argument, identify whether each is accurate, relevant, and credible.

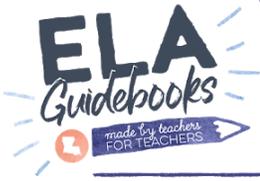
Lesson Look-Fors:

- Can students identify the claims about *Hamlet* made by Eliot and Blackmore?
- Can students determine how Eliot and Blackmore develop their claims?
- Can students explain how the claims made by Eliot and Blackmore influence their understanding of the character of Hamlet?
- Can students integrate evidence from multiple sources to support a claim?
- Can students use correct usage and effective transitions within a response?

Section Diagnostic

Students write a response to the following prompt: How do Eliot and Blackmore’s arguments about the source of Hamlet’s problems affect your understanding of the main character? Support your answer with evidence from both texts.

Score	Performance Descriptors
✓ + (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓ - (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.



Distance Learning Guidebook Companion Feedback Guide
Grade 12 - Hamlet

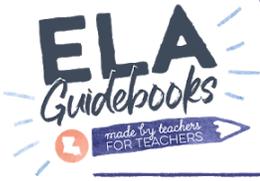
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate
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Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student explain Eliot’s and Blackmore’s claims and how they develop those claims?				
How well does the student connect Eliot’s and Blackmore’s claims to their own understanding of Hamlet?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)	
Use Language to Convey Meaning and Purpose: Sentence Fluency;	How well does the student construct a variety of sentences to establish a smooth flow in analyses?				
Develop Ideas: Develop ideas and reasoning;	How well does the student use examples, evidence, and descriptions to develop analyses?				
Form Claims: interpretive/ analysis;	How well does the students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analyses?				
Organize ideas: explanatory structure	How well does the student group and sequence sentences and paragraphs to create coherent analyses?				
Writing Score: _____ /12					



Distance Learning Guidebook Companion Feedback Guide
Grade 12 - *Hamlet*



Week 7

Support for Writing

Your student may need support with writing a thesis statement in Lesson 4. Consider providing the following information about thesis statements, as well as a sample thesis statement.

- Your thesis statement is generally a sentence or two at the end of your introduction that states your position, response, or focus and orients the reader to the organization of your work.
- Your thesis statement provides an organizational map for your work.
- Sample literary analysis thesis statement:
 - Formula: RESPONSE+SUPPORTING CLAIMS
 - Example: In *The Great Gatsby*, Fitzgerald explores the thematic idea of appearance versus reality through the setting and the development of Jay Gatsby and Daisy Buchanan.

Your student may need support with writing a thesis statement in Lesson 4. As needed, provide the following sentence frames for this writing prompt.

In Act IV, Hamlet’s madness is portrayed as _____ while Ophelia’s madness is portrayed as _____; therefore, these portrayals reveal _____.
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Lesson Look-Fors:

- Can students determine the motivation for Claudius’s decisions in Act IV?
- Can students contrast the portrayal of Hamlet’s madness with Ophelia’s madness?
- Can students form a thesis statement and use that thesis statement to organize a response?
- Can students integrate evidence into their response and cite that evidence correctly?

Section Diagnostic

Students write a response to the following prompt: How are Hamlet's and Ophelia's madness portrayed differently in the play? Support your answer with evidence from the text. Checklists are provided on the next page.



Distance Learning Guidebook Companion Feedback Guide
Grade 12 - Hamlet

Score	Performance Descriptors
✓ + (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓ - (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student contrast how Hamlet’s and Ophelia’s madness are portrayed in the text?				
How well does the student explain what the different portrayals of madness reveal about the characters?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Organize ideas: Thesis statement;	How well does the student present a position, response, or focus to guide arguments, analyses, explanations, and presentations?				
Organize ideas: Explanatory structure;	How well does the student group and sequence sentences and paragraphs to create coherent analyses, explanations, and presentations?				
Develop Ideas: Develop ideas and reasoning;	How well does the student use examples, evidence, and descriptions to develop analyses?				
Develop ideas: cite evidence	How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?				
Writing Score: _____ /12					

Week 8

Support for Language

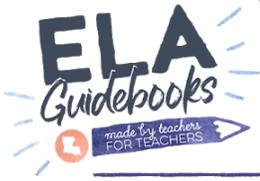
Consider creating an audio file in which you read the words below aloud. Before reading Act V, scenes 1–2 of *Hamlet* direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review Act V, scenes 1–2 of *Hamlet* and mark the words in the text. Additionally, consider providing students with a familiar synonym or student-friendly definition of each word.

Act V, scene 1

- heathen
- circumvent
- knave
- pestilence
- obsequies
- unsanctified

Act V, scene 2

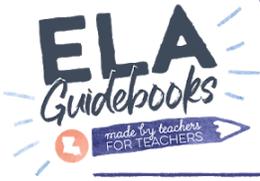
- commission
- conjuration
- perdition



- verity
- palpable

Lesson Look-Fors:

- Can students analyze how Shakespeare develops foreshadowing and dramatic irony within Act V?
- Can students determine how conflicts are resolved within the last scene of the play?
- Can students determine whether or not *Hamlet* is a revenge play based on their knowledge of the genre and the events in the play?
- Can students form a claim?
- Can students support a claim with evidence from the text?



Week 9

Support for Writing

Your students may need support brainstorming for the culminating task in lesson one. As needed, provide your student with the following guiding questions:

- What theme about madness does Shakespeare develop in *Hamlet*?
- How does Shakespeare develop this theme?
- What characters in the play appear to be mad? What do these characters do that supports the idea that they are mad? What do these characters do that does not support the idea that they are mad?
- If a character is feigning his/her madness, analyze why the character would do this.
- If the character's madness is genuine, analyze what has caused such "madness" to arise in the character.

Support for Writing

Your student may need support writing their thesis statement and organizing the outline of the culminating task. Prompt-specific sentence frames for the thesis statement can be found on the **Culminating Task Tool**. Additionally, sentence frames for each body paragraph's topic sentence can also be found on the **Culminating Task Tool**.

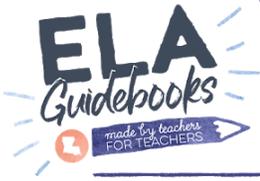
Lesson Look-Fors:

- Can students explain how a theme about madness is developed in *Hamlet* through characterization?
- Can students determine whether a character's madness is real or feigned based on evidence from the text?
- Can students write a thesis statement and gather and organize evidence for a written response?
- Can students organize and draft a written response?
- Can students write a literary analysis that uses evidence from the text to support and explain their thesis statement?

Culminating Task

Students write a response to the following question: In a well-developed essay, select either Hamlet, Ophelia, or Laertes and examine whether or not his/her madness is real or feigned. If a character is feigning his/her madness, analyze why the character would do this. If the character's madness is genuine, analyze what has caused such "madness" to arise in the character.

Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.

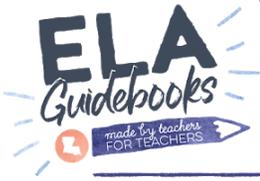


Culminating Task Rubric

Reading and Writing

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
<p>Student demonstrates <i>success</i> determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>success</i> forming a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>success</i> establishing and maintaining an effective style.</p>	<p>Student demonstrates <i>some success</i> determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>some success</i> developing a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>some success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>some success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>some success</i> establishing and maintaining an effective style.</p>	<p>Student demonstrates <i>minimal success</i> determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>minimal success</i> developing a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>minimal success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>minimal success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>minimal success</i> establishing and maintaining an effective style.</p>	<p>No attempt made or not enough to evaluate.</p>

Reading and Writing Score: _____ x2



Conventions

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates <i>success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	Student demonstrates <i>some success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	Student demonstrates <i>minimal success</i> using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Conventions score: _____

Total score: _____/9